

23/1/1913

Parents' Union School,
Ambleside.

Dear Mr. Dickinson,

I do think it is very friendly of you to have written me such a long and considered letter. It would have been so very easy for a busy schoolmaster to withdraw from the P.U.S. saying that the work was not possible and to have ended there. You have at least convinced me that you are interested in Miss Mason's work and would like to see the spirit of it at work in the schools.

I am afraid the result at Newent is only to be expected for, as I think I said in my first letter, we have rarely found the work taken up as an experiment in one form in a Secondary School anything but a failure. ~~And~~ I do admit that circumstances in most Secondary Schools are beyond control at present and Miss Mason knew they were but she always hoped for a time when four or five Headmasters of Preparatory Schools and four or five Headmasters of Secondary Schools would work with her in what is really a crusade to change these circumstances.

And these circumstances chase each other round in a circle and no one knows which to attack first! Children come to school so frequently ill-prepared that the schoolmaster thinks he must keep to the old lines lest any time should be lost in preparing the boy for a Public School. The same difficulty comes to the Public School masters in view of the Universities; and again before the University authorities lest the candidate should not reach a high degree of specialisation for his examination.

The graduate wants work as soon as possible and only a few think it worth while to train for teaching before taking posts and even these find themselves at a loss for the general subjects which have been practically dropped not only at the University but generally at the Public School too.

Miss Mason began at the bottom which she believed was the only sure way of making headway eventually and she undertook to prepare boys well for school. This she has succeeded in doing but we can get no further.

It is hard lines to expect a schoolmaster to make a volte face in his school methods and with his staff and when, as you truly say, there are no trained University men and women teachers interested in Miss Mason's work, to be had. Nor is it easy for a schoolmaster to attempt to put the matter before Inspectors on whose good opinion he is dependent for the credit of his school.

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Do you not think there is a tendency in these days to exaggerate the position of the specialist. Of course there must be specialists in all branches of work and the wider our range of knowledge becomes the more need there will be for specialists. But the great specialists of the world whether in Art, Science, The Humanities, have been also people of very wide general knowledge. Unfortunately the term "specialist" as regards education means in practice that the person has literally very little knowledge of any but ~~this~~ one subject.

But the question is how is the spirit of Miss Mason's method to be introduced into Secondary Schools? It will not be done by making the Programmes the first consideration for as you truly say any Headmaster, and any specialist on the staff, will find much to criticise; not only in the subjects studied but in the books suggested. I see also that any Headmaster naturally feels that his school requires special consideration in matters which would not affect another school—that the conditions from which he draws his boys necessitate certain limitations.

Miss Mason was bold enough to think that it should be possible to issue a common curriculum for all schools and all classes which should still have a wide margin for the special work required by any one school, - in the case of a Secondary School the Classics and Mathematics necessary for Common Entrance and Scholarship exams, and, in the case of an elementary School, for the special vocational work, often requiring a day a week, required by the Board of Education.

She thought the common curriculum should include far more English (i.e., History of all kinds, Citizenship on broad lines, and English Literature) than is at present thought possible in the ordinary school. She had no sympathy at all with correlation as it is usually understood and would have agreed with your feeling that "it is a horse that is riuden to death."

In the matter of wide reading, if it were the case of considering that it is only possible for boys to read Shakespeare between ten and twelve it would perhaps be desirable to make a selection of the six best plays. But a boy between nine and fifteen, that is six years, should read about eighteen plays. The point of view is not what Play is most suitable for a child to read at any given age but that a boy should have read the greater part of Shakespeare's plays before he leaves school. At nine or ten he will understand what a boy of nine or ten can understand if he is given the chance. And if this principle of reading is applied to all literature and indeed all English a boy will be ready to specialise by the time he is seventeen with a well-furnished mind instead of spending his days on the somewhat narrow curriculum which now depends upon three points of view;—the special preparation in the Home Schoolroom necessary for the Preparatory School, ~~for~~ that ~~to~~ the Secondary School, and ~~then~~ that ~~for~~ the University. You give me in

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Ambleside.

your letter an instance of an Honours man who had not sufficient elementary Science and Mathematics to start teaching small boys. A boy of my acquaintance who had gained a Classics Scholarship at Oxford had to wait six months to take up the Scholarship in order to get enough elementary work in other subjects to pass ~~The Little Go!~~ He ^{Responsible} had been at a school where the classical tradition is great and had literally done nothing but Classics for the last three years of his school life. I do not think it can be an isolated case for a nephew of mine is also specialising in one subject with a view to the University and has been doing so for the last two years. He too wants to be a schoolmaster but beyond his one subject and games I do not know what else he will have to offer when he goes to, or, leaves the University!!

The question is what can be done? I believe there are many Headmasters who, like you, would welcome the principles and spirit of Miss Mason's work. It cannot be attained as you have proved by experimenting with the P.U.S. programmes because the programmes are not intended as suggestions for stimulating existing conditions but as a protest against them. But who is bold enough to face these and make a start in modifying them?

Perhaps as unprofessional outsiders we may rush in where: - And the P.U.S. programmes may be used in the meanwhile. The point is what steps could be taken?

(1) Could Headmasters first of all countenance and recommend P.U.S. work as a preparation for school?

(2) Could they create a demand for teachers from the Training Colleges with a knowledge of Miss Mason's Method? This will no doubt take some years but someone must make a beginning.

(3) Could they consider the taking of the School Certificate Examination on the maximum instead of the minimum number of subjects. The Examination authorities themselves have taken a first step on this point and if the Headmasters would meet them much more might be done.

(4) Could not Headmasters through their Associations spread the idea of a more "liberal education" instead of a specialised one.

Then each school might have a staff with one aim, "a liberal education" for its scholars and being themselves convinced of this, all the teachers on the staff would see that it was their concern to know what was done in the Preparatory Schools, the Public School and the University.

It is only when every master can take a bird's eye view of what a boy should learn from his earliest lessons to his exit from the University in all subjects that he will be convinced of the necessity of

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a common curriculum, i.e., a common amount of knowledge which should be placed at every boy's disposal. There would be ample time if the constant overlapping which now takes place between Preparatory and Public Schools, Public School and University could be avoided.

Then something will have been achieved towards the ideal you put forward in your letter when each school will have a staff able to assist the Head in carrying out a "liberal education" for its scholars.

Do you not think in these days we are all apt to want "the spirit of the thing" as we say, without the conditions. All life is conditioned and even if it is a game of football, the "spirit" of it is only possible under conditions - its own conditions. Just so the spirit of Miss Mason's work is only possible under conditions - her own conditions, her principles, & practice.

Please do not feel that the letter
needs an reply

Yours sincerely

T. R. Kitching

R. Gardner
Trainee's College
- Particulars P.A.T.U

14pi/pnue13

Parents' Union School,
Ambleside.

November 8th, 1927.

Dear Mrs Franklin,

Excuse a dictated letter, but there is a great deal to say, and I want to keep a copy of it. I am delighted to get your interesting postcard this morning, and to know what a wonderful time you are having. It is indeed good to think that it is being such a rest and change.

There are one or two rather important things about which I should like to have your advice, though there is no immediate hurry.

(1) I sent a copy of my letter to The Schoolmaster to Mr Household, asking him also for his opinion about publishing it. I felt that the whole thing was so much an attack upon the Gloucestershire schools that it would be hardly courteous to him for me to reply to the papers without consulting him. He said that he had only read the first two, and that he was so disgusted with the inaccuracy of these that he did not wish to read the others, and he thought it was too late now to do anything, also that he thought my letter was not nearly strong enough to do good, so I told him that I should abide by his advice, but try to use the material elsewhere. Now I hear from Miss Whyte that Mr Marshall Jackman is giving his papers as lectures in Bath and other places, and I feel somehow as if we ought to do something, so if you think well I suggest publishing Mr Marshall Jackman's summary of criticism from The Schoolmaster, together with my answer and the notes you have seen so kind as to make, in the January Parents' Review. I do not think now I could get it into December.

(2) I had to act at once about the paper for Mr King, as it was not possible to wait for an answer to the letter I wrote to you as Trustee, and there was no time, either, to send the full details. Mr Boswell King, the editor of the Preparatory Schools' Review, wrote to say that a certain number of the members wished to know more about Miss Mason's work; could we send a paper for the Preparatory Schools' Review, or, failing that, something that he could reprint? As he wanted the material at once, there was not time for me to try to write a paper, and it seemed to me that something written by Miss Mason herself would

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have far more weight. I think I told you that Mr Howe told me at the London Conference that it was a pity we talked so much about the "P.M.E.U. Method"; if only we called it the "Charlotte Mason Method" schoolmasters would pay much more attention to it. I suppose the idea that parents could presume to offer advice to schoolmasters is unbelievable! This made me feel all the more that something of Miss Mason's would be best. I therefore wrote to Mr King and proposed extracts from the Secondary Education pamphlet, at the same time writing to the Trustees for their permission. This has been given by all the others except you, and I felt that you also would have agreed had there been time to get your answer. I hope you will not think I have acted hastily.

(3) I shall badly want your advice, when you come back, as to the Welsh schools who are declining a visit from Miss Gladding. I enclose a copy of a letter that I am sending to them, of which I hope you will approve.

(4) I have sent a note to Miss Cripps asking her to get and keep for you the very important letters from Heads of Training Colleges which have appeared in this week's Education. I am sure you will want to consider them, as it shows that the leaven is working. I wrote to Mr Household about them, as I cannot help thinking that his lectures to Training Colleges, as well as Miss Pennethorne's, have led to all this to a certain extent, and I suppose he will be at the Conference in January, as a Director of Education. But I am sure it will be necessary to think out some plan by which we may show that Miss Mason's work requires an all-round training, and not just a training in teaching methods. The Colleges do not attempt to teach anything but teaching methods in a curriculum, and only a very limited curriculum at that. They none of them have the least conception of what Miss Mason implied in the personal training of teachers. This all leads up to a further matter, which is coming again and again before us, and is instance by a letter I have received this morning from a Froebel teacher who is buying a P.M.E.U. school, and wants to know if she may take up the P.M.E.U. work and consider herself "only partially P.M.E.U." I am sure the time has come to say that people must join us whole-heartedly or continue whole-heartedly on their own lines. We cannot have half-way houses any longer, can we?

I feel it is too bad to inflict this long letter on you while you are away on holiday; it needs no answer now, but perhaps you will have a quiet hour to consider these various

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Parents' Union School,
Ambleside.

points before you get back to the rush of London work.

No, we did not have a Dona Tor in the School 30 years ago,
daughter of Canon Tor.

You will be grieved, I know, to hear of Miss Dell's death.
She is a great loss to us all.

Telegrams:
"WHITFIELD."
TUFFLEY, GLOUCESTER."
Phone 388

5pm 13

TUFFLEY,

GLOUCESTER, 14th, November 1927

Dear Miss Kitching, I have been so much away from home lately that I have not had time and write and thank you for your letter also for kindly writing to my daughter in Bombay who as I said before is Head Mistress at the Cathedral & John Connon School at Bombay and in her element.

About the Arithmetic, you have answered the question in the same way as I should have done. I quite agree that your system will carry through boys and girls leaving at 15, 16. & 17 years but not for children leaving at 14 years. Although we do the other subjects, I do consider that arithmetic is one of the principal subjects to get a living by, because where do all our children drift to, simply into shops or messenger boys selling papers. We only get about one a year passing into the Secondary Schools by the examination at 11 years of age. I should like to see the arithmetic more advanced at 14 years as several of our children do far more advanced arithmetic at 14 years than your syllabus at that age.

I expect to hear from my daughter by the next mail as I expect she will have had your letter by then. I met one of the School Governors in London, a Mr Dart who is very keen on Education and I am sure the Governors will do all they can for my daughter, they have done up to the present.

Again thanking you for the great interest you have taken.

Sincerely yours,

Geo. W. Cutfield

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Parents' Union School.
Ambleside.

16th November, 1927.

Dear Mr. Whitfield,

Thank you for your letter. I do quite understand about the difficulty of the Arithmetic and making the children do sufficient for passing into the Secondary Schools at least out of school altogether at 14. But I am not sure that we should be wise to alter our course of Arithmetic for this reason and I wondered if you too could not join us, in sympathy at any rate, in taking a new point of view in the matter.

I find that the matter of Arithmetic in schools is a much disputed point even amongst the authorities.

Of course when the Inspectors are men with scientific or mathematical degrees, Arithmetic is the subject they chiefly consider as the standard of attainment!

But I heard from an Inspector the other day that he considers far too much time is sacrificed in Elementary Schools to Arithmetic. Also the Headmistress of an Infant School has been finding that it is quite well to defer the teaching of Arithmetic for at least a year in order to get in more English work for Infants.

Of course every child must learn Arithmetic but the amount of time given to it in Elementary Schools, to the exclusion of what we venture to think more important subjects, seems a mistake.

I have compared our syllabus with that suggested at the last Headmasters' Conference for boys in Preparatory Schools and I find we cover rather more ground.

There is at present too I venture to think a great deal of over-lapping in the subject of Mathematics. In passing from the Home Schoolroom to the Preparatory School, from Preparatory School to Public School, and from the Public School to the University, both in Latin and in Mathematics, a boy or girl often spends two years doing the same work in the transition stage.

I am sure you are with Miss Mason in feeling that a more liberal Education leads to greater capacity all round; and that the time given to Arithmetic in Elementary Schools might with advantage be reduced.

I think even newspaper boys would sell papers with more intelligence.

Parents' Union School,
Ambleside.

-igence and accuracy if they received a wider general education and were judged by an all-round standard rather than by their Arithmetic.

It is really a confession of weakness that we make Arithmetic the standard; because it is so much easier to mark a boy's progress by the number of sums he gets right or wrong than by the intelligence he shows towards life in general.

I believe that I am writing all this to one already convinced but it is because we shall greatly value your interest and co-operation in using any influence you can to create a different point of view; also we do wish to get rid of the idea both amongst the children and their parents that the chief aim of Education is to get a living.

class

All the same we have teachers entirely free in the matter of Arithmetic. We do not expect them to follow our syllabus in that subject and I think we can wait for future developments.

And I think a child leaving the P.U.S. at 14, having worked to the end of Pendlebury's Shilling Arithmetic (the book we use) would know quite enough Arithmetic for any practical walk in life.

I wonder how far the more advanced Arithmetic which the Elementary children do at 14 is of any practical value afterwards?

I suppose the real difficulty is the very large classes in Elementary Schools and the time it takes to get every child through the amount of work set.

It seems to me that by using Mr. Household's Group method the class would be divided so that the teacher should have a group which could work quickly and well for half an hour with him while the others were doing independent study in some English subject.

In this way half an hour for every child might be saved. No child can work with advantage for an hour at Arithmetic. At least half an hour must be wasted.

Yours faithfully,

17pi/pen/3

Parents' Union School,
Ambleside.

November 22nd, 1927.

Dear Mrs Franklin,

I hope you reached home safely last night, and that Geoffrey is quite well again. It must have been very tiresome to have been delayed at the last moment, when you had so many meetings and Committees this week. I am dictating this letter as there are a good many small School matters to mention, and I want to keep a copy.

I did not wait for your answer about the extracts for the Preparatory Schools Review, as I felt so sure you would agree. But it was not a case of a few extracts, but of 7 or 8 pages reprinted bodily, and it was agreed at a Trustees' Meeting that no reprints of Miss Mason's pamphlets or chapters from her books should be allowed without the permission of all the Trustees. I do not suppose there would ever be any difficulty about getting permission. The danger is lest during the holidays, when perhaps Miss Whyte might be away, such a thing might be done by outsiders without permission being asked at all. I think according to Miss Mason's will, the Trustees hold the copyright of her books and papers, and that we should certainly deposit copies of the originals at the British Museum, as you say.

I have sent the answer to The Schoolmaster, and will let you know what happens, though I quite expect the Editor will write to say he cannot give space for such a long letter. I wrote to Mr Household, and he said, "Yes, send it by all means if Mrs Franklin wishes it". I do not fancy that it is strong enough, in his opinion, to do any good.

I have lent Miss Glaudling the Welsh School Report which found its way here, before I have had time to read it myself, because I felt as she was going to the Welsh schools she needed immediate knowledge of it more than I did. I shall read it later.

The correspondence with the Training Colleges continues, and there is another important letter this week, giving a table of many subjects which are apparently optional as far as students are concerned.

Parents' Union School,
Ambleside.

It was very good indeed of you to send me Miss Cripps's notes on my letter. She has such a capable and intelligent mind, and I think her criticisms are very valuable. So far I have only written to two schools, but I wrote before that letter was drafted, and I have had no opportunity to use it since, so that no harm is done, but I shall send you a corrected copy before writing again.

I quite agree that it is better not to call too much attention to the Schoolmaster articles.

I have had a letter from Miss Pennethorne this morning. She seems to have had a very good reception, and Mrs Wade's itinerary for lectures must have been a most exhausting one. But the question of Secondary Schools needs even more consideration than it did at first, and I am sending you one or two things that have come before me recently. The first is the enclosed cable from Miss Gillman Jones for books. I am sending this to you before returning it to Miss Jotcham, because it seems to me quite useless to send out such a list of books with a view to doing P.U.S. work. I enclose a remark Miss Pennethorne makes about Miss Gillman Jones. When the latter came up here she was perfectly friendly and kind, but entirely aloof. She asked no questions, and it was all I could do to get in anything about the work at all. She seemed entirely satisfied with what she was doing, both in her school and with her work on many Committees. I think her attitude is rather the same as the enclosed letters which I have had from Miss Neilsen. I have only acknowledged these, and shall not write until I have had time to hear what you think about them. Miss Neilsen also came here, and we found her quite a pleasant visitor, but again so entirely satisfied with the work she was doing that he did not seem to think it could be improved. I think the enclosed letters will show you that she would like to get any stimulus that she can from the P.U.S. programmes, but that she has no intention of using them except as she likes.

It seems to me that there are only two ways of dealing with the matter with regard to secondary schools. Either we must persuade the teachers to read Miss Mason's books, and let them get into touch with her thought as far as they can from the reading of the books, or persuade them to do this and join under the usual conditions. If they are willing to make sacrifices to get more closely acquainted by joining the P.U.S., it will be only too delightful, but I doubt very much if, as things are at present, we shall get many secondary school mistresses who are likely to think that the P.U.S. programmes are anything like as good as the work that can be done by their own specialists.

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Parents' Union School,
Ambleside.

I enclose a private letter which has come from the Headmaster of the Newent school. Please treat this in confidence, as I have not communicated with Mr Household on the subject, but it again gives the attitude of the head of a secondary school towards P.U.S. work. I see from the Gloucestershire Report that almost all Mr Dickinson's boys come on from the elementary schools, so it seems to me there is no reason why he could not start the work satisfactorily at Form II if he wished to do so. I think his letter is an excellent one, and perhaps both his and Miss Nielsen's may help us to think out some way of spreading knowledge of Miss Mason's work among secondary schools without risking the life of the P.U.S. in doing so.

I have had two letters from Miss Lawrence. She strongly objects to Arnold-Forster and to the Ribera pictures.

I am sure you will be overwhelmed with arrears now you have just come back, and I do not think I need answer Miss Nielsen for a few days, nor write about the books to Miss Gillman Jones.

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Parents' National Educational Union

Founder - CHARLOTTE MASON

Presidents - THE MARQUESS & MARCHIONESS OF ABERDEEN & TEMAIR

Hon. Secretary,

The Hon. Mrs. Franklin.

50, Porchester Terrace
Hyde Park, W.2.
Telephone No. 0212 Padd.
(At Home by Appointment.)

November 23, 1927

Dearest Kit-Kit,

Geoffrey is better, and I have got home to what you may well recognise as a great many arrears of work! I am so glad that you have sent your article to the Schoolmaster. I only hope that it will appear. You must read the Welsh school report when you get it back. I have not seen the November 5th and 12th issues of Education but am getting them.

I have had a very long letter from Miss Pennethorne and from Miss Wiseman, and think that as long as the latter is with Miss Gilman Jones you must let her have everything she cables for. Miss Pennethorne is putting her foot down firmly, and I think Miss Gilman Jones is coming into tow for the moment, but we cannot withhold any books as Miss Wiseman would be stranded.

I think Mrs. Niellsen just wants nursing and believe she will come round well.

I am afraid that you and I will have to have a really

18/12 p.m. 13

good talk about these schools before we can see eye to eye. I fancy that you give me credit for wishing to get all and sundry in: I don't! On the other hand, I want to give every good and worthy teacher the chance of educating her children through us: I would make the initial steps as stringent as you like on paper, but always allow great elasticity in each individual case. For instance, I think that Miss Lawrence is really not wicked. I can well see that Ribera is really a little strong meat for children in their first term, whatever age they may be. Even Aylwin, in her third term at Miss Faunce's, an intelligent child and a good pupil, finds him very difficult.

Mr. Dickinson is quite another pair of shoes, and your answer to him seems to me absolutely admirable. He is not as educated a person, and therefore much more cocksure. I think our difficulty with preparatory schools is that we may well recognise that a great many of the men are really not "liberally" educated. They speak better, and have better manners, but they have not the minds of the elementary school teachers and we shall not get from them the kind of philosophical outlook that we have been accustomed to find for a great many years now in the various elementary school teachers whose

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Hon. Secretary,
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names will occur to you : those who have contributed such excellent and even brilliant papers at our Conferences, showing, -some of them- infinitely more understanding of Miss Mason's philosophy than many of her own trained teachers even could have produced.

I also think that if the result will ultimately be just what you and I want, Miss Mason would have recognised that Heads of schools coming into the fold must of necessity do so from rather a different standpoint, and make a somewhat different approach than has ever been done by a family. Parents have always, and quite rightly, adopted a spirit of humility towards the professional teacher, and Miss Mason was Head of their school. We have all along had foolish criticism from them which we have either ignored or over-ruled. We shall now have much more thoughtful criticism from the Heads of Schools which we shall also overcome, but in a different, and rather slower way.

I didn't answer your letter that came to Spain very fully. I only want to say with regard to that, that I

18p4pnew/3

think you ought not to put too much weight on what
Mr. How or Mr. King or Mr. Grant said at our meeting.
Their criticisms were rather foolish, for instance the
one that affirmed " people would take Miss Mason better
if it were called " the Charlotte Mason Method" - everyone
knows that P.N.E.U. and Charlotte Mason are one and the
same, and that they are interchangeable, and the word
"Parent" has never meant anything in the P.N.E.U. title.

You say nothing about your own health: I hope you
are really better?

With love,

Yours affectionately,

J.M.

Appen 13

Parents' Union School,
Ambleside.

November 26th, 1927.

Dear Mrs Franklin,

Thank you for your long letter. It will be splendid if we can get Sir Arthur Salter's address on Economics, given to the N.C.U. I wonder, would it be possible to have it for the January Review? But in any case it will be welcome when it comes.

I am asking Miss Gladding to let me have the Welsh Report back as soon as she has finished with it, and I expect you will have told Miss Jotcham to send books in answer to Miss Gillman Jones's cable. I know you think me very obdurate about the matter, but it does go to my heart that ~~less~~ the money should be spent on a lot of ordinary little readers like The Flower of Gold, while not a single copy of Our Island Story or Mrs Mason's Geography Books, or that delightful Children's World has been ordered.

Medieval
Tristan
Tales

I am writing to Miss Neilson on the strength of your hope for the future, and I do think we must have a good talk sometime before we can see eye to eye about schools! I do not think Miss Lawrence is at all wicked. I have great sympathy with her. In fact, if I were in her place I should do what she has done under the circumstances. Details of the programmes will always seem impossible to able Headmistresses who naturally feel themselves much more capable than any one else of catering for their own children. However it is a great comfort that you think we may keep to stringent initial steps on paper, allowing elasticity in each individual case.

APPENDIX B

all the
same
from

I did not at all sympathise with your expression "école unique" "such as they have on the Continent" as an ideal for the P.U.S. We believe that Miss Mason's teaching is a philosophy of unique truth which makes itself at once ~~as~~ ^{to all} an old acquaintance to those who apprehend it; but ~~that~~ to make the practice of this truth uniform everywhere is not within the bounds of possibility. But we must secure that there is a body of uniform practice, which shall always be before the world to show how she practised what she preached. We shall only be able to get this uniform practice among either those whom Miss Mason trained or those who have definitely trained themselves (like some of those splendid Elementary teachers) on her lines ~~clearly enough to suffer the limitation of "conditions"~~

Miss Neilson asks for 10 copies of the programmes, so that she may work her own scheme, and I think if you had seen her

19 P3 Pnew 3

I have made a good many enquiries about the Ribera pictures,
and certainly our children in the Practising School here like
them, though I had the greatest difficulty to persuade Miss Allen
to give me ~~any~~ help in the matter ~~again~~, she disliked them so
much!! Yes, I quite agree that Heads of Schools must be brought
into the P.N.E.U. fold from a different point of approach from ~~that~~
Home Schoolrooms, ~~but~~ I am always wondering if the P.U.S. is the
right one. The thoughtful criticism which we shall get from
Heads of schools will be so good that we shall not be able to
resist it, but it is a comfort to me ~~You think that~~ we shall over-
come it. My belief is, I think, as strong as yours that Miss
Mason's philosophy will work its way and become recognised as
one of the philosophies of the world, but I ~~also~~ think there will

19p4pneu13

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Parents' Union School,
Ambleside.

Onus / you would have realised that as soon as she had taken what she could get from the programmes she would continue on her own lines, choosing a few books from term to term and then dropping the programmes altogether.

never part I cannot agree that the word "parents" has never meant anything in the P.N.E.U. title. Miss Mason meant it and meant it intensely when she used it, because she felt that parents were the people who did the work of the world, and the attitude of both Headmasters and Headmistresses towards parents is still, "Oh that children were born without parents, and then life would be easy!" I hear it constantly. My brother even says it himself!! speaking from the Headmaster's point of view.

*PS
Just a private letter for you!!*

Parents' Union School,
Ambleside.

There was once a man (his initials were P.U.S.) and he made a coat which fitted well. The cut was so good that he was able to make coats that fitted all the children who came to him. But those in charge of the children found many defects. The buttons, good serviceable buttons, were "not fashionable". "Change them, put on any you like," said the man. The cuffs too, - "that style of cuff does not suit my child." "Well, alter them", said the man. "The collar suits some of my children, not others; perhaps no collar would be better." "Now I come to think of it", said another, "the colour of the cloth does not go with my child's complexion." "Well, any other colour will no doubt do as well", said the man. "Take what colour suits best."

"But really," said another, "the material is all manufactured by one company. In these days of co-operation we could not let our children all wear cloth from one factory." "Well", said the man, "buy any cloth wherever you like."

But by the time that the discussion was over, the original pattern had been lost, and the man had forgotten how to make another.